

DOCUMENT RESUME

ED 053 998

SO 000 988

AUTHOR Edelman, Marshall; And Others
TITLE Minorities in America: Pilot Units for a Senior High School Elective Course.
INSTITUTION Oakland Public Schools, Calif.
PUB DATE 4 Aug 69
NOTE 35p.

EDRS PRICE EDRS Price MF-\$0.65 HC-\$3.29
DESCRIPTORS *Case Studies, Curriculum Guides, Demonstrations (Civil), Elective Subjects, Ethnic Relations, Ethnic Stereotypes, *Ethnic Studies, Experimental Curriculum, Family Life, Ghettos, *Intergroup Education, *Minority Groups, Resource Guides, Secondary Grades, *Social Studies Units, Teacher Developed Materials, United States History, Violence

ABSTRACT

This publication includes sample units designed for use in the senior high school elective course, minorities in America. Written during the summer of 1969, it is designed to suggest possible organizations, materials, and activities that will assist the classroom teacher in handling a diversified, complex course. The units are pilots or models, descriptive rather than prescriptive, and are designed to encourage the teacher to develop his own course with other units and materials. Statements of content are presented under each unit, followed by case studies, student activities, and assignments related to various curriculum project materials. The six units are: The Multi-Ethnic Society; Minority Experience in America; Violence in America; Protest; Life in the Ghetto; and, The Family. (Author/DJB)

EDO 53998

Soc. Sci. 1969-12

5000988

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL POSITION OR POLICY.

Oakland Public Schools
Oakland, California

MINORITIES IN AMERICA: PILOT JUNIOR HIGH SCHOOL

ELECTIVE COURSE

Approved:
Superintendent's Cabinet
August 4, 1969

FOREWORD

During the spring and summer of 1969, groups of teachers worked on developing 15 social sciences courses of study. The documents prepared by the teachers are not intended to be final drafts but represent the first stage in a continuing curriculum development program. Teachers and students will be involved in the revision of the courses of study during the school year.

We have tried to make each course of study as useful as possible. Readings, transparencies, tapes, suggested guest speakers, field trips, and other types of materials have been suggested. For most courses a group of student readings and activities have been provided. The readings will be supplied to teachers in either class sets or in single copies which can be duplicated for student use. If you have any questions concerning any of the materials, call Ken Latheson, Administration Building, extension 875, 884, or 885.

We have experimented with different forms for the courses of study. In order for the courses to be changed in a meaningful manner, each teacher should react critically to the course, and be involved with the inservice and other activities planned for the social sciences courses. Inservice programs are being planned for each course. The inservice programs will be used to evaluate the course, introduce new materials, prepare for revision, and to discuss techniques and activities for the course. Watch for information on inservice early in the fall.

The teachers who helped prepare this course of study are:

Marshall Edelman, Fremont High School
Carlton Garske, Oakland High School

Others who gave valuable assistance:

George Crapo, Castlemont High School
John Hayward, McClymonds High School
Mrs. Ida LeBlanc, Oakland Technical High School

A PROGRAM FOR CHANGE

The following considerations have been used as guides in changing the social sciences curriculum in Oakland:

- The social sciences curriculum must be a carefully-designed program which sequentially develops concepts, the process of inquiry, and other social sciences skills.
- The knowledge explosion makes it impossible and undesirable to make the coverage of knowledge the main objective of any subject.
- While man's knowledge is changing and increasing rapidly, the way man obtains knowledge remains the same. The social sciences must therefore emphasize the process of gaining new knowledge. Each discipline should concern itself with both an appropriate body of knowledge and the procedural tools for acquiring that knowledge.
- The social sciences curriculum must develop an understanding of, and an ability to use, the major concepts of all the social sciences disciplines.
- The social sciences courses should be designed to help develop independent thinkers and responsible citizens. The student should believe that a citizen should participate in the political process. He should be willing to listen to all sides of an argument in order to make decisions according to a scientific-proof process rather than by depending on emotion or authority for his ideas. He should want to continue to learn once he has left the classroom.
- Controversial issues, a variety of points of view, and other relevant content must be part of the social sciences curriculum. The content must be used to develop inquiry and critical thinking skills rather than a means to propagandize a point of view.

A Program for Change (Continued)

- Students must be actively involved in the learning-teaching process. Techniques must be developed and used to provide opportunities for students to participate in the teaching-learning process.
- Curriculum development must be a continual process. As our knowledge increases, and concepts change, and settings become irrelevant, the curriculum must change.
- Teachers, students, and members of the community must be involved with curriculum change.

There are over 50 projects which are producing materials and techniques for the social sciences. Oakland has been and still is involved with evaluation and use of materials in such projects as:

- The Amherst Project - Committees on the Study of History
- Anthropology Curriculum Project
- Economics 12
- Civics Education Project
- Asian Project

The social sciences department has also used material developed by Dr. Edwin Fenton in the Holt Social Studies Curriculum and the Harvard Project Series.

The department is committed to experiment with new materials and teaching techniques. We must evaluate the new material and fit what works for Oakland into our curriculum.

*HOW ARE THE NEW SOCIAL STUDIES DIFFERENT?

Generally speaking, the emphasis in the traditional social studies curriculum has been on the subject matter. An assumption on the part of many teachers was that students would or should, on their own, see significance, draw conclusions, and develop their values from the acquired knowledge. Today, social studies teachers realize the importance of instruction in critical thinking, inductive and deductive logic, analysis and formulation of values, and skill development.

Like the "new math" and the "new science," the "new social studies" are concerned with providing experience through which more students develop for themselves knowledge, analytical abilities, and values that are relevant to our times. Inservice training for teachers, summer institutes, use of innovations in educational technology, changes in society, and an increased awareness of the importance of social studies in modern society have all served to stimulate changes that created what we call the "new social studies."

Changes in the teaching of social studies include the use of more and different subject matter, especially from the behavioral sciences. Hopefully, this adds a meaningful dimension to the information that a student learns from history and geography. Another important change is the emphasis on a Socratic method of teaching which requires the student to investigate and think for himself in order to discover important patterns in human behavior and structure in social institutions. The best social studies teachers manage to infuse students not only with the knowledge, but the spirit of our heritage and ideals. This has been the particular goal of a new trend toward humanities courses in the social studies. Many changes are the product of research funded by the federal government, private foundations, and local school systems; and it should be noted that this great increase in the amount of research is in itself an important change. Other changes which may be part of the new social studies include the wide use of films, slides, and overhead projections which are available with an amazing array of new machinery, as well as records and tape recordings. There is an increasing use of videotapes and computers. Teaching about, and being relevant to, the knowledge explosion and technocratic revolution is also part of what makes the "new social studies" new.

*National Council for the Social Studies, NEA Publications-Sales Section, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

INTRODUCTION

This publication includes sample units designed for use in the senior high school elective course, Minorities in America. Written during the summer of 1969, it is designed to suggest possible organizations, materials, and activities that will assist the classroom teacher in handling a diversified, complex course. The units are pilots, models, descriptive rather than prescriptive, and are designed to encourage the teacher to develop his own course with other units and materials. Many units are open, overlapping, and often incomplete, but may serve the teacher as skeletal frameworks from which he can build.

A packet of teacher materials is available which will acquaint the teacher with the books, typecripts, supplementary readings, and audio-visual materials referred to in the units. The student readings are listed in the Bibliography in more complete form. The typecripts referred to are available from the district. All audio-visual materials listed are currently available through the Audio-Visual Department. Additional sources of materials, especially extensive bibliographies designed for student readings, are included in the packet.

Teachers are encouraged to involve students in the design and construction of their courses. The unique talents of both teacher and students, and the particular chemistry of each class, are the most important resources of this course, and it is from their interaction that a newer, better course will evolve.

TABLE OF CONTENTS

	<u>Page</u>
UNIT: THE MULTI-ETHNIC SOCIETY	1
I. Race, Race Concepts, and Common Fallacies	1
II. Boundary Lines, Prejudice, and Stereotypes	2
III. The "Melting-Pot" vs. Cultural Pluralism	4
UNIT: INTEGRITY EXPERIENCE IN AMERICA	6
I. The American Promise and Contradictions in American Ideals	6
II. The Disinherited	7
III. The Immigrant Experience	8
UNIT: VIOLENCE IN AMERICA	9
I. Racial and Minority Riots	9
UNIT: PROTEST	10
I. Leadership, Organizations, Philosophies	10
UNIT: LIFE IN THE GHETTO	11
I. Poverty	11
II. Jobs	12
III. Street Life	13
IV. Schools and Education	14
V. Captive Markets	15
VI. Urban Renewal	16
VII. Crime	17
Police and Community Relations	17
UNIT: THE FAMILY	18
I. Self-Concepts	18
II. Sex Roles	18
III. Caste and Class	18
IV. Peer Groups	18
V. Youth Looks at Our World	18

TABLE OF CONTENTS (Continued)

	<u>Page</u>
MATERIALS LISTED BY MINORITY	20
I. The Disinherited: Indians	20
II. Religious Minorities	21
III. Japanese-Americans	22
IV. Chinese-Americans	22
V. Mexican-Americans	23
VI. Immigrant Minorities	24
BLACK HISTORY/MINORITIES READING LIST	25

UNIT: THE MULTI-ETHNIC SOCIETY
I. Race, Race Concepts, and Common Fallacies

<u>CASE STUDIES</u>	<u>CONTENT</u>	<u>ASSIGNMENTS, ACTIVITIES</u>
Students examine their own beliefs about race to demonstrate the presence of fallacies.	Identification of common fallacies about race, groups; e.g., "racial purity," "blood," religious, cultural traits, etc.	Show film: Common Fallacies about Group Differences Filmstrip: Exploring the Myths about Prejudice
Individual students prepare list of racial characteristics. List goes on board. Discussion of validity. (All students list 10 each.)	Students now eliminate from board those criteria which are fallacies, cultural traits, etc., and attempt to label types of fallacies on board. Then attempt to do the same with their own lists, which are then turned in as assignment.	Sensory awareness Activity: Blindfolded students feel faces of selected students of various ethnic, racial backgrounds, and attempt to type by group.
What are the facts about race?	Show films: What Color Are You? Color of Man Reading: Races of Mankind	Students prepare illustrated (with pictures or drawings) list of the races of man, with criteria for selection.
		Preparation by class of collage: "The Races of Man" for bulletin-board display
		Readings: Negro Views (AEP) pp.47-52 SHS 12: General Conclusions on Race, p.17ff

UNIT: THE MULTI-ETHNIC SOCIETY
II. Boundary Lines, Prejudice, and Stereotypes

CONTENT

How does our society draw boundary lines?

How do other nations draw boundary lines?

Contrast concepts of race, "colored," "Negro," etc.

CASE STUDIES

America

Brazil
South Africa

What is a "stereotype?" What examples of stereotypes are commonly perpetuated in school, mass media? What are "snarl words" and "purr words?"

ASSIGNMENTS, ACTIVITIES

Show film: Boundary Lines

Show film: The Vanishing Negro
Show film: Black and White in South Africa

Students do three-column comparison chart of three nations.

Students discuss boundary lines at own school.

Mass media

Show film: High Wall
Develop lexicon of "snarl words," phrases, signs of more subtle nature.

Students cut out examples of stereotypes from newspaper ads, magazines, etc.; e.g., Frito Bandito.

What about prejudice? What is it? How is it learned? How is it taught?

Films: What about Prejudice?
Everybody's Prejudiced
Willie Catches On
A Morning for Jimmy
No Man is an Island
All the Way Home

UNIT: THE MULTI-ETHNIC SOCIETY
II. Boundary Lines, Prejudice, and Stereotypes (continued)

CONTENT

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

Filmstrip: Exploding the Myths of Prejudice

General Conclusion about Race,
SHS 12, p.17

Group Identity
Types of Discrimination, SHS 12,
pp.1-6, 7-10

Poems: "Can a Nigger love a Honky?"

Scrapbook: gather articles: pictures from mass media

Cartoons - gathered, or drawn by students on this theme

Posters - prepared for class, or school bulletin boards

Surveys - students prepare questionnaire for school, gather and interpret data

Records - ethnic humorists: Gregory, Wilson, Sherman

Music - folk songs of all minorities

Attitudinal Questionnaire: given at beginning and end of unit or semester.
One source: "Black and White in America," Time-Life, Brink and Harris, 1963

III. The "Melting-Pot" vs. Cultural Pluralism

CONTINUUM

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

Should America be a melting pot aiming to cast all citizens in a common cultural mold, or should it be a pluralistic society that encourages minority groups to honor their unique ways?

What is an American? Are some more "American" than others?

Should America still be a refuge for the oppressed? Do we still see ourselves as a "Nation of Immigrants"?

Does America offer minorities the chance to participate fully in American life, or does it compel them to forsake cherished ways?

Concepts: melting pot
cultural pluralism
culture, cultural conflict
assimilation

Indians

Immigrant Minorities

十一

Colonial America

Students read: Creveceur: "What is an American?"
Discussion: What is an American? Are some more "American" than others? Should America be a melting pot?

Film: Strangers in a Strange Land Ishi in Two Worlds

Immigration Policy

Mexican-Americans

Chinese-Americans

Japanese-Americans

Indians

SHS 12 Minorities and Immigration, p.87ff
Amherst: Minorities and Prejudice,
p.52ff

AEP, The Immigrants' Experience, John Nichols, p.13ff. The Passing of the West End, p.20ff

UNIT: THE MULTI-ETHNIC SOCIETY
III. The "Melting-Pot" vs. Cultural Pluralism (continued)

<u>CONTENT</u>	<u>CASE STUDIES</u>	<u>ASSIGNMENTS, ACTIVITIES</u>
	Films: The Inheritance Order of Star-Spangled Banner Dennis Kearney's Workingman's Party Chinese Exclusion Act of 1882 Gentleman's Agreement 1921, 1924 Immigration Laws 1965 Immigration Law	NEP, The Immigrants' Experience The Golden Door, p.4 The True American, p.61
		SHS 12 Minorities and Immigration, Group Identity, Why are Minorities a Problem?, pp.14-24
		NEP, The Immigrants' Experience Immigration Law to 1924 " " , 1924-1965
	Films: The Challenge (Japanese-American) Constitution and Military Power (Japanese-American) Faces of Chinatown American Indians of Today Equality under the Law Heritage in Black 8mm film - Immigrants at Ellis Island	SHS 12 Minorities and Immigration, Anti-Chinese Legislation
		Amherst: Minorities and Prejudice
		Filmstrip: Separate and Unequal
		The Golden Door: Immigration Laws and Policies "Open Door" vs. restriction
		Puerto Ricans in New York Film: A Nation of Immigrants B'Nai B'rith, San Francisco office

UNIT: MINORITY EXPERIENCE IN AMERICA
I. The American Promise and Contradictions in American Ideals

CONTENT

To examine basic expressions of American ideals and to contrast those expressions with other lesser known, but equally valid expressions of the American experience:

Examples: Contrast Declaration of Independence with Douglass', 4th of July.

Contrast Forten and Frank.

Compare Truth and Vanzetti for language effectiveness.

Compare Walker and Joseph.

Contrast Lazarus poem with 1924 Immigration Law.

CASE STUDIESASSIGNMENTS, ACTIVITIES

Preamble to Declaration of Independence
 Preamble to Constitution,
 14th Amendment

Frederick Douglass', "What is Your 4th of July to me?"

Sojourner Truth's, "Ain't I a Woman?"

Learned Hand's, "I am an American"
 Inherst: Minorities and Prejudice, pp.104-105

Chief Joseph's appeal to government

Charlotte Forten's, "A Better, Brighter Day!"

David Walker's, "Appeal"

Martin Luther King's, "I Have a Dream!"

Vanzetti's address to the court

John F. Kennedy's call for equal rights

Lyndon B. Johnson's, "We Shall Overcome"

Emma Lazarus' poem at base of Statue of Liberty
 AEP, The Immigrants' Experience (part)

UNIT: MINORITY EXPERIENCE IN AMERICA
 II. The Disinherited

<u>CONTENT</u>	<u>CASE STUDIES</u>	<u>ASSESSMENTS, ACTIVITIES</u>
Comparison of classic removal, relocation and/or internment episodes in American history of several minority groups	Gcocktail removal, 1831 Cherokee relocation, 1838	SHS 12, pp.75-80 SHS 12, pp.72-74, 82-86
Examination of government policy, individual and government hypocrisy, duplicity, and inhumanity	Japanese-American "relocation," 1942	Amherst: Citizens Behind Barbed Wire Amherst: Minorities and Prejudice, pp.83-88
Examination of motives, effects of mass emotion, mass media		Films: The Challenge The Constitution and Military Power 8mm Japanese relocation
Response, leadership, division within the group		AEP, The Immigrants' Experience, p.20ff
Criticisms expressed, contradictions of American ideals	The Passing of the West End	Katz, pp.315, 331-332
Courage, misery, and humanity in eyewitness accounts	Negro "Exodus," 1879	Amherst: Minorities and Prejudice, p.50
	Nez Perce, 1877	Amherst: Minorities and Prejudice, pp.52-54
	Navaho	SHS 12, p.81
	Seminole, 1836	
		Students write simulated eyewitness accounts of one or more episodes: newspaper stories, " editorials
		See Life Magazine, April 6, 1942 on Japanese Relocation.

UNIT: MINORITY EXPERIENCE IN AMERICA
III. The Immigrant Experience

CONTENT

Examination of the shared experiences of minority groups in the immigration process.

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

1. The crossing

The Crossing

The "Middle Passage" of the slave trade

AEP, The Immigrants' Experience, pp.6-9
Katz, Chapters 1 and 2
AEP, Black in America - Vassa account, pp.15-16, 32-33
Film: 8mn, Ellis Island

2. Life of new immigrant

The Uprooted (general 1900)

Case Study: San Francisco

Film: Strangers in a Strange Land

Case Study: Irish in Boston

1840's Case Study: Puerto Ricans in New York (1950's)

3. The job
4. The tenement

The Job (Jewish peddler)
Case Study: Working Girls
Jacob Riis, 1890
Immigrant Businessman

The Tenement (Jews in New York City)

The Uprooted
The Irish in Boston
The Negroes in Big Cities

AEP, The Immigrants' Experience, pp.15-19
Amherst: Minorities and Prejudice, pp.34-35, 35-38
AEP, The Immigrants' Experience, pp.28-34
Amherst: Minorities and Prejudice, pp.38-42, 42-45

5. The family

a. The Breakup of Families

b. Second Generation

AEP, The Immigrants' Experience, p.10ff
AEP, The Immigrants' Experience, p.10ff
Koerner, U. S. Riot Commission Report, Chapters 6, 7, 8
Film: The Tenement--available through B'nai Brith, San Francisco office
AEP, The Immigrants' Experience, p.30ff
Katz, p.111ff
AEP, The Immigrants' Experience, p.43ff

The Case of Joseph Revesz
Breakup of Slave Families
The Case of John Nichols

UNIT: VIOLENCE IN AMERICA

<u>CONTENT</u>	<u>CASE STUDIES</u>	<u>ASSIGNMENTS, ACTIVITIES</u>
Examination of the causes behind racial or ethnic violence	Newark, Detroit or others, summer, 1967	Kerner: U. S. Riot Commission Report Black and White: Horace Morris (Newark)
Historical comparison of violence in America:	Chicago, 1919	Cuban: Negro in America Katz, Eyewitness, p.411ff
What happened?	Los Angeles Pachuco-military, 1943	SHS 13S (Mexican-American) pp.1-24
Why did it happen?	Matts, 1965	Why Watts?
What can be done?	Draft Riots, New York City, 1863	Amherst: Minorities and Prejudice, pp.56-63
	Little Rock, 1956	Black and White: Elizabeth Eckford
	Alton, Illinois, 1837 (Lovejoy murder)	Amherst: Minorities and Prejudice, pp.92-95
	California, 1849, 1851 (hanging of Juanita)	SHS 13S (Mexican-American) pp.25-47
Compare to	----	----
Scottsboro case	Springfield, 1907	Katz, Eyewitness, p.365ff
	----	Amherst: Minorities and Prejudice in America, pp.48-56
		Audio-Visual The New Mood A Time for Burning--Burai Birth, San Francisco office

UNIT: PROTEST
 I. Leadership, Organizations, Philosophies

<u>CONTENT</u>	<u>CASE STUDIES</u>	<u>ASSIGNMENTS, ACTIVITIES</u>
Study of types of leaders within minority groups	Use Afro-American leadership as basic model.	In addition to normal materials, note the following: Comparison and contrast of methods and philosophies from revolution to non-violence, direct action to accommodation
Contributions of individuals	Nat Turner, Denmark Vesey, (Osceola, Chief Joseph), Frederick Douglass, David Walker, W.E.B. DuBois, Marcus Garvey, Malcolm X	Gentle Revolutionaries, SHS typescript "Malcolm X Speaks," Mexican-American handbook, pp.69-71 Black and White (SHS), Percy Sutton Books--particularly Martin Luther King's, Why We Can't Wait and Delano, by John Gregory Dunne
Historical development of organizations and their goals, structure, and contributions	Compare and contrast: Garvey Washington DuBois Martin Luther King, Jr. NAACP and Urban League (Et'na! Birth)	Several films, particularly those listed below, plus "The Weapons of Gordon Parks"
Mass movements: psychology and history	Martin Luther King, Jr., and Cesar Chavez Black power advocates and brown power advocates Montgomery Boycott and Delano strike Development of Black Nationalism Garvey, Black Insults, Black Panthers Study Civil Rights Revolution (1954-1964) Compare ideas of leaders; e.g., Baldwin, King, and Malcolm X.	Film: The New Mood Film: American Promise, I and II Film: Walk in My Shoes
Trace historical development of non-violence and/or related issues of civil disobedience, just and unjust laws, black/brown power advocates.	Compare black attitudes: ghetto, middle-class, leadership. Compare labor organizations and civil rights organizations. Analysis of Quakers, Thoreau, Gandhi, Martin Luther King, Jr., Cesar Chavez	Film: The Inheritance Letter from Birmingham Jail

UNIT: LIFE IN THE GHETTO
I. Poverty

CONTENT

CASE STUDIES

To examine the multi-dimensional nature of poverty: physical, emotional, psychological

To examine several ethnic groups and the ghetto experience

To examine the poverty cycle-jobs, housing, education

To place the ghetto in historical perspective

To examine the positive as well as the negative aspects of ghetto life, and the universality as well as the uniqueness

To contrast the Negro experience with other immigrant groups

The Negro Family

Newark, or Detroit

19th Century Immigrant Group (e.g., Jews)

West Coast: Chinese-American or Mexican-American

Indians

Photo scrapbook of aspects of poverty

Roynihan, The Negro Family

Koerner, U. S. Riot Commission Report

AEP, The Immigrants' Experience

The Tenement, pp.10-15

AEP, Negro Views of America

Younger Buy a House, pp.25-33

Readings in Minorities

Chinatown, pp.48-49

Mexicans are Dirty, p.64

Native Americans (Forbes) pp.8-12

Black and White

Story of Ernest Chambers

Amherst: Ghetto

Films:

Weapons of Gordon Parks

The Inheritance

Portrait of Inner City

Portrait of Disadvantaged Child

Photo scrapbook of aspects of poverty

Class writes poems on aspects of poverty.

Students present analyses, one statistical aspect in graph, chart, or table form.

UNIT: LIFE IN THE GHETTO
II. Jobs

CONTENT

- To examine through statistics the current facts about unemployment, underemployment, etc.
- To analyze factors that create the above
- Teachers might develop vocational unit from this springboard.

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

Readings:

Case of John Nichols in The Immigrants' Experience

Black and White, Robert Johns

Mexican-American I, Wobblies in Wheatland

Moynihan, The Negro Family

Koerner, et al., U. S. Riot Commission Report

Negro Views: Black Boy

Films:

A Morning for Jimmy
Weapons of Gordon Parks
They Beat the Odds
Walk in My Shoes
The Inheritance

UNIT: LIFE IN THE GHETTO
III. Street Life

CONTENT

To explore the nature of street life--why it's here, how it operates, positive and negative aspects

Effects of ghetto on self-concepts, gang life, alienation from school

Malcolm X
Claude Brown

Gordon Parks

Robert Lee Johns
Adam Henry

Johnnie Scott

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

Autobiography of Malcolm X

Manchild in the Promised Land

Weapons of Gordon Parks

Black and White - also in film,
Losing Just the Same
Negro Views of America

Films: Felicia
Walk in my Shoes
Weapons of Gordon Parks
Portrait: Disadvantaged Child

Students might bring records which depict street life: Cosby, Wilson, etc.

Poems, plays, and posters on street life
Students write descriptions in the vernacular similar to Adam Henry and Robert Johns.

UNIT: LIFE IN THE GHETTO
IV. Schools and Education

<u>CONTENT</u>	<u>CASE STUDIES</u>	<u>ASSIGNMENTS, ACTIVITIES</u>
To explore the inner-city school	Oakland	Visit Board of Education
To examine the educational problems and programs	Student's school	<u>Films:</u> No Easy Answers Portrait: Inner-City school Portrait: Disadvantaged Child
To analyze the successes and failures of urban schools		Readings: Plessy vs. Ferguson Brown vs. Board of Education 1954 to present
To examine desegregation problems		Elizabeth Eckford (Little Rock) in Black and White Mexican-American Handbook, pp.77-81 Negro Views: Johnnie Scott
		Up the Down Staircase To Sir with Love The Way it Spouse to Be
		Student-oriented discussions on inner-city schools
		Play acted by students under title, "School is a Bore"
		Role-playing exchange between teacher and student
		Songs of protest written by students

UNIT: LIFE IN THE GHETTO
V. Captive Markets

CONTENT

To examine the economic and
exploitive aspects of the ghetto

CASE STUDIES

Research project: comparison
Shopping

Articles: slum lords, rent strikes,
urban renewal, insurance, bank loans,
captive markets, etc.

ASSIGNMENTS, ACTIVITIES

- Moynihan, The Negro Family
Koerner, U. S. Riot Commission Report
Negro Views, p.52, Meeting the Market
Look magazine, January 1, 1969
Students price foods, etc., in two
different neighborhoods.
Selection from Manchild
Youngers Buy a House in Negro Views
(from Raisin in the Sun)

UNIT: LIFE IN THE GHETTO
VI. Urban Renewal

CONTENT

Problems of slums--the need for urban renewal
Problems of urban renewal--planning, opposition, rents

A look at the future

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

The Immigrants' Experience,
The Passing of the West End

Negro Views,
Adam Henry
Minorities and Immigration,
Jewish Community

Black and White,
Ernest Chambers

Mexican-American Handbook,
Mexican Way of Life

Film: Regalopolis

Students do drawings, cut out, take photos of slum conditions, visit renewal projects (Acorn, etc.).
Department of City Planning,
architecture of college, etc.

UNIT: LIFE IN THE GHETTO
VII. Crime
Police and Community Relations

CONTENT

To present the statistics on crime,
by crime, by ethnic group

Examination of cause of crime

Examination of attitudes toward law
enforcement officers

CASE STUDIES

ASSIGNMENTS, ACTIVITIES

- Koerner, et al., U.S. Riot Commission Report
Moynihan, The Negro Family

Visits to Oakland municipal court,
Police Department

Visits to classroom by law officers

Discussions: student court, school
rules, etc.

Numerous recent articles on police-
community relations, etc.

Teacher might develop a unit on Bill of
Rights, due process, etc.

UNIT: THE FAMILY
I. Self-Concepts
II. Sex Roles
III. Caste and Class
IV. Peer Groups
V. Youth Looks at Our World

CONTENT

Exploration of the psychological aspects of self-image
Negative self-images

CASE STUDIES

Robert Lee Johns
Adam Henry
Johnnie Scott
Ernest Chambers

ASSIGNMENTS, ACTIVITIES

Black and White
Negro Views
Negro Views
Black and White

"Extreme Isolation," reprint
"Who is an Indian?" in Native-Americans
The Immigrants' Experience
Invisible Man, prologue
Readings on minorities:
Indian Values
Group Identity
Film: That's He
Negro Views

Role differentiation:

The Negro family
The problems
The historical development
The pathology

Moynihan, The Negro Family

Mexican-American I, pp.49-53
Mexican and Anglo

Minorities and Immigration, pp.32-37
Minorities and Immigration, also
Patterns of Culture, Benedict

The operation of caste and class

UNIT: THE FAMILY

- I. Self-Concepts
- II. Sex Roles
- III. Caste and Class

IV. Peer Groups

- V. Youth Looks at Our World
(Continued)

CONTENT

Peer groups: identity
rules
conformity
purpose

The gang

Youth Looks at Our World

27

IV. Peer Groups

- V. Youth Looks at Our World
(Continued)

CASE STUDIES

Peer groups: identity
rules
conformity
purpose

The gang

Films: Felicia
That's Me
Willie Catches On

Films: Felicia
That's Me
Portrait of Dis-
advantaged Youth
A Morning for Jimmy
Willie Catches On
(Flavio)

Films: Elizabeth Eckford, Black and White
Robert Lee Johns, " "
Dianne Lindemann, " "
Richard Wright, from Black Boy in Negro
Views (AEP)
Adam Henry, parallel to Robert Johns--
in Negro Views (AEP)
The Case of Johnnie Scott

Three excerpts from the AEP book of religious freedom are applicable:
1) the trouble at Lone Pine Camp
bears an obvious relationship to both questions of prejudice/tolerance and to the creation of organizations
like Black Muslims
2) the case of Sharon Garber, an Irish girl, and the question of parent determination
(black is beautiful?) vs. laws in public welfare, bears relationship to black nationalism/black power
advocates.

MATERIALS LISTED BY MINORITY

I. The Disinherited: Indians
II. Religious Minorities
III. Japanese-Americans

- IV. Chinese-Americans
V. Mexican-Americans
VI. Immigrant Minorities

I. The Disinherited: Indians

Bounty hunting, 1758 Massacre
Chief Joseph of the Nez Perce
Custer, Wounded Knee, "massacres"
The Navaho
An Indian Speaks Out

Treatment of the Eastern Tribes

Indian Removal

Seminole Replies to Indian Removal Orders
1832 Government Proposal for Cherokee Removal
Two Accounts of Cherokee Removal

Facts about Indians
Values and Attitudes
Background
Assimilation

How many Indians are there?
Where are the Indians concentrated?
What is a Reservation?
Are Indians Citizens?
What is the Bureau of Indian Affairs?

Basic Concepts for Understanding Native History and Culture--Who is an Indian? (IH)
The Native Awakening (IY)
Cultural Deprivation as An Educational Ideology (IN) Available from the office of Human Relations (Readings)

Audio-Visual:

Films: Ishi in Two Worlds
Strangers in a Strange Land

(Other films seem to be oriented toward Grade 5-8.)

Indians of the Plains
Indian Influences
Navaho Children

Amherst: Minorities and Prejudice in America,
pp.48-56

SHS 12 readings on minorities and Immigration,
pp.72-86

MATERIALS LISTED BY MINORITY

I. The Disinherited: Indians (continued)

Resources: Indian Organizations in Bay Area
Newsweek's Sources of Information About the American Indian
Handbook on Native Americans of Far West, Jack Forbes, Far Westlab

II. Religious Minorities

- Toleration-analogy Case: Trouble at Lone Pine Camp
The Bible Commonwealth (Puritans)
Building the "Wall" (First Amendment and other protections)
The Amish: The Case of Sharon Garber
Jehovah's Witnesses: The Case of Jesse Cantwell
Atheists: The Case of William Murray
- The Quakers in Puritan New England
The Mormons and the 19th Century Westward
Movement
- The Catholics: 1834 and 1924
The Jews in 20th Century America
The Atheist
The First Amendment
- Adjustment for Survival (Jews in Concentration Camps) SHS 8B
The Jews and Immigration CHS 12 Readings on Minorities and Immigration, pp.102-106
- Audio-Visual: Anne Hutchinson
(The Tenement Jews in City)
(The Job Circa 1900)
- AEP , The Immigrants' Experience

MATERIALS LISTED BY MINORITY

III. Japanese-Americans

Japanese Relocation

Japanese Cultural Traits
Assimilation or Pluralism

Citizens Behind Barbed Wire (Japanese relocation)

Audio-Visual:

Films: Constitution and Military Power
Japanese Family
Strangers in a Strange Land
Japan
The Challenge

IV. Chinese-Americans

Chinese Social Structure
Chinese People in America
Chinese Food
Chinese Scenes
Early Treatment
Anti-Chinese Legislation
Contributions
Fact Sheet

The Chinese-Americans

Immigration Policy to 1924

Audio-Visual:

Films: Strangers in a Strange Land
Canton West
Faces of Chinatown

Amherst: Minorities and Prejudice in America, pp.83-88

SHS 12 Readings on Minorities and Immigration, pp.25-31

Amherst

Audio-Visual:

Film: Maritime Relocation
8mm film: Maritime Relocation

Amherst: Minorities and Prejudice, pp.88-91

AEP, The Immigrants' Experience, pp.27-29

MATERIALS LISTED BY MINORITY
V. Mexican-Americans

SHS 13S Mexican American-History Culture

- 1943 Los Angeles Pachuco-Military Riots, pp.1-24
Prejudice and Its Cause: The Roots of Prejudice, pp.25-47
1849, Trial and Punishment
1851, The Lynching of Juanita
1913, Wobblies in Wheatland
1928, Confederacion de Uniones Obreras Mexicanas
1942, The Case of Sleepy Lagoon
Cultural Diversity, pp.48-56
Comparison Charts, Anglo-Urban and Spanish Folk (cultural traits)
Cultural Regeneration, pp.57-67
Stereotypes
Viva la Causa (Delano), pp.68-82
- Mexican Immigration and Culture
- SHS 12 Readings on Minorities and Immigration, pp.22-24
- Brown Power: The Gentle Revolutionaries, from Human Relations Office
Delano: Time Magazine Article, July 6, 1969, from Mr. Ken Matheson's office, extension 875, 884, 885
- Foxies, Jack. Mexican-Americans, A Handbook for Educators. Far Westlabs
Significance
Heritage (historical review)
Way of Life
- Audio-Visual: None
Harvest of Shame
- Resources: Chicano! Bibliographic materials

Immigrant Minorities

The Uprooted (general life of immigrant circa 1900), pp. 28-34, Arberst: Minorities and Prejudice in America
Working Girls (Jacob Riis, 1890), pp. 34-35,
Immigrant Businessmen--Jewish Peddler's Diary, pp. 35-38,
The Irish in Boston (Patrick Kennedy) 1845, pp. 38-42,
The Puerto Ricans in New York, early 1950's, pp. 42-45,
The Golden Door--Lazarus Doen and 1924 Immigration Law, pp. 45-47,

The Golden Door, pp.4-5, AEP Harvard Series, The Immigrants' Experience

The Crossing The Tenement (from Louis Untermeyer's *Minor*)

The Job (Jewish Peddler's Diary)
The Passing of the West End (urban renewal, Italian-American)

Immigration restriction, pp. 2 / -42
Immigration Policy to 1924, 1924-1929, 1929-1933, 1933-1938, 1938-1942

Three Views of Restriction: Race, Nationality
Overview: Immigration Policy, 1921-65

Child of the Immigrant, pp. 43-59
The Case of John Nichols

Analogy: Norman Cutler

Trusted contacts	Untrusted contacts	McDonald's	Dominos	Domino's	Dominos
100%	100%	100%	100%	100%	100%
90%	90%	90%	90%	90%	90%
80%	80%	80%	80%	80%	80%
70%	70%	70%	70%	70%	70%
60%	60%	60%	60%	60%	60%
50%	50%	50%	50%	50%	50%
40%	40%	40%	40%	40%	40%
30%	30%	30%	30%	30%	30%
20%	20%	20%	20%	20%	20%
10%	10%	10%	10%	10%	10%
0%	0%	0%	0%	0%	0%

Italian Immigration, pp.96-98, Readings on Minorities and Immigration, SHS 12
Southern Italian Culture, pp.98-99, " " "
The Polish Immigrant, pp.100-101, " " "
The Jews and Immigration, pp.102-107, " " "

Strangers in a Strange Land

We Came to America (5th grade up)
A Nation of Immigrants, and The Tenement--available through . . . Drirth, San Francisco office
Immigration

BLACK HISTORY/MINORITIES READING LIST
(FULL OR PARTIAL CLASS SETS)

Basic Materials

- AEP (Harvard Series) Black In America.
AEP (Harvard Series) The Immigrants' Experience.
AEP (Harvard Series) Negro Views of America.
AEP (Harvard Series) Religious Freedom.
Cuban. The Negro in America.
Forbes, Jack. Afro-Americans in the Far West.
Forbes, Jack. Chicano! Mexican-American bibliographic materials.
Forbes, Jack. Mexican-Americans, A Handbook. Far Westlab.
Forbes, Jack. Native Americans of the Far West.
Katz. Eyewitness: The Negro in American History.
Koerner, et al. U. S. Riot Commission Report.
Moynihan. The Negro Family.
Viewpoints USA. What Direction for the Negro in America?

SHS Typescript Readings available in most schools

- #1 Black Voices of America's Past
#3 The Supreme Court and Segregation: A Two-Act Play
#4 Variations in Patterns of Slavery
#5 Famous Negro Historians and Sociologists
#6 A Biography of Thurgood Marshall
#7 Contemporary Social Thought Among Selected Negro Leaders Concerning Civil Rights
#8 Adjustment for Survival--Concentration Camp Syndrome
#10 American History Units on Negro History and minority Groups (Garske, Hollins, Sylvester) (Teacher's use)
#11 SHS (SSO) Readings on Reconstruction, 1968
#11 Readings from the Writings of Negro Intelligentsia, 1967
#12 Readings on Minorities and Immigration
#13 Mexican-American History-Culture, Unit I: Cultural Diversity
#14 Mexican-American Student Handbook: II, Part A: Culture-History to Conquest

BLACK HISTORY/MINORITIES READING LIST (Continued)

Additional Typescripts and Readings not available in most schools

Amherst: Minorities and Prejudice
(SHS) A Pilot Course in Negro Culture (Teachers)
Black and White: 6 Case Studies (to be stencilled, summer of 1969)
Delano Times Magazine article, July 6, 1969 to be printed
Citizens Behind Barbed Wire. Amherst. (to be printed, ordered, modified, summer of 1969)

Audio-Visual

Cultural Diversity II
Cultural Diversity III
Africa and Afro-Americans
New films

Office of Human Relations: See Bibliography of Readings available
e.g., The Black Revolution (five pages from Malcolm X Speaks)
The Past, Present, and the Future of the American
Black History, Negro History, and White Folk
Gentle Revolutionaries: Brown Power

TEACHER COMMENTS

Strengths

Weaknesses

Suggested Additional Materials